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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 24 titles deal with a variety of topics, including the following: (1) the effect of computer assisted instruction on first grade phonics and mathematics achievement; (2) the effects of types of review techniques on the retention of meaningful prose; (3) diagrams, word frequency, and retention of expository prose; (4) natural reading acquisition of preschool children; (5) the use of the semantic webbing technique to improve reading comprehension of third and fourth grade students; (6) the use of lyrics and musical lyrics to develop vocabulary and reading comprehension in fifth grade students; (7) the observed book usage patterns of early primary grade children using wordless picture books with suggested utilization guidelines; (8) the effect of a story mapping program on the development of story schema in selected second grade students; (9) the effects of interest-inducing questions on students' reading comprehension; (10) the effect of a prereading purpose on reading comprehension; (11) the relationship between teachers' questions and students' responses during a directed reading activity and a directed reading-thinking activity; and (12) metalinguistic skills. (FL)

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Adams, Clementina Rodriguez
EFFECTS OF TYPES OF REVIEW TECHNIQUES ON THE RETENTION OF MEANINGFUL PROSE

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THE EFFECT OF COMPUTER ASSISTED INSTRUCTION ON FIRST GRADE PHONICS AND MATHEMATICS ACHIEVEMENT COMPUTATION

Order No. DA8416161

ABRAM, SANDRA L., ED.D. *Northern Arizona University*, 1984. 78pp. Adviser: Dale Harper

This study attempted to discover if a difference existed between the phonics and mathematics computation achievement of first grade students receiving traditional reading and mathematics instruction and first grade students receiving computer assisted drill and practice in place of a portion of their instruction. A total of 103 students were pretested and posttested with the Iowa Tests of Basic Skills Word Analysis subtest and Mathematics subtest. Student ability level was determined by the Cognitive Abilities Test. Half the males and females scoring in each quartile of the ability level test was randomly assigned to receive phonics computer assisted instruction (N = 53). The other half of the students received mathematics computation computer assisted instruction (N = 50). Each group served as the control group for the other.

Students worked individually on Apple II Plus microcomputers over a twelve week period. They received three fifteen minute sessions per week. Students receiving mathematics computation C.A.I. attended the computer laboratory for a mean of 486 minutes. Students receiving phonics C.A.I. attended the computer laboratory for a mean of 492 minutes.

Results showed no significant differences in phonics achievement between the C.A.I. and control group. All students in the C.A.I. group did score higher than control group students, however. Results of the mathematics computation comparison showed females in the C.A.I. group scoring significantly lower than females in the control group and males in the C.A.I. group. No other significant differences were found. Results from a criterion referenced mathematics test, however, showed all C.A.I. group students scoring significantly higher than control group students. An analysis of the norm referenced mathematics subtest revealed less than half of the test items tested mathematics computation. Caution should be used in interpreting the results of the mathematics comparison.

EFFECTS OF TYPES OF REVIEW TECHNIQUES ON THE RETENTION OF MEANINGFUL PROSE

Order No. DA8416686

ADAMS, CLEMENTINA RODRIGUEZ, PH.D. *The Florida State University*, 1984. 243pp. Major Professor: Robert Mills Gagne

The purpose of this study was to determine the effects of three types of review procedures: re-reading, recall exercise, and recall exercise plus re-reading, on the delayed retention of a meaningful prose text that had been read once.

A sample of 909 fourth and fifth grade students from the Fairfax County Public School System, in the state of Virginia, participated in the study.

A 1 x 4 posttest-only control group design was used. The prose text used in the study was a revised version of a section from a children's text entitled: *Paws, Hoofs and Flippers*, by Olive Earle (1954). The measurement instrument used was a short-answer essay test. The test was judged to have content validity, and the reliability was .70 according to the Spearman-Brown formula.

The study was conducted in three sessions. In the first session of the study, all of the students read the same text. During the second session, students worked with individual booklets that contained different review procedures: (1) a re-reading of the text, or (2) a recall exercise based on the text, or (3) a combination of the recall exercise plus a re-reading, or (4) a placebo activity.

During the third session, one week after the initial session, all of the students answered an identical cued-recall test.

An analysis of covariance was used to test the null hypothesis of no difference among the treatment groups at an alpha of .05. The students' reading levels were used as a covariate. The results showed a significant difference among the treatment groups ($p < .0001$). A Manova special contrast (post hoc test) was used (α .05). The results showed that: (1) A recall exercise plus a re-reading was more effective than a recall exercise alone, or a re-reading alone, or no review procedure. (2) A re-reading was superior to a recall exercise. (3) The treatments that included any of the review procedures were superior to the control group treatment (no review procedures).

The differences due to sex were measured by a *t* test. The results showed a non-significant difference between the scores made by males and females on the cued-recall test ($p > .05$).

DIAGRAMS, WORD FREQUENCY, AND RETENTION OF EXPOSITORY TEXT

Order No. DA8415449

AMLUND, JEANNE T., PH.D. *Arizona State University*, 1984. 117pp.

The effects of the presence or absence of a diagram on recall and retention of expository text were investigated in a sample of 80 sixth graders. Forty subjects were randomly assigned to each of two word-frequency conditions. Subjects in the low word-frequency group read two passages containing a high proportion of low-frequency words. Subjects in the high word-frequency group read the same two passages with high-frequency words substituted for approximately 10% of the low-frequency words contained in the passages read by the other group. Subjects were provided with a diagram for only one of the two passages read. Immediate and delayed passage recall was measured using cloze, free recall, and a performance test as dependent measures. Subjects reading the high-frequency passages showed a significantly greater decline in what was recalled on free recall over time compared to those reading the low-frequency passages. The presence of a diagram during text processing was found to significantly facilitate performance on both free recall and the performance test for only one of the passages. Differential facilitation effects found for diagrams as a function of passage topic were interpreted as a function of the nature of the interaction between the text material and the learner.

NATURAL READING ACQUISITION OF PRESCHOOL CHILDREN

Order No. DA8420653

ANBAR, ADA, PH.D. *State University of New York at Buffalo*, 1984. 288pp.

The reading acquisition of preschool children who learn to read with no formal systematic instruction was studied. Six early readers ranging in age from 2 years 9 months to 4 years 10 months who reportedly had no systematic reading instruction were studied in depth with the objective of finding out: (1) If there was an identifiable process by which these children learned to read, and (2) what was the role of the parents' in these children's early reading acquisition.

The findings show that: (1) An evolving process of reading acquisitions was identified for each subject. (2) A strong similarity was found in the process of reading acquisition across subjects. (3) The reading acquisition of the six children seemed to have followed a number of distinct stages. (4) The parents were found to be instrumental in their child's development of reading ability. (5) Although the parents' help seems to have been mostly spontaneous, intuitive and unplanned, they did use a large variety of techniques to teach and facilitate their child's reading development.

A working hypothesis is offered describing distinct stages in the learning process of early readers, who learn to read without a planned method of instruction.

A STUDY OF THE USE OF THE SEMANTIC WEBBING TECHNIQUE TO IMPROVE READING COMPREHENSION OF THIRD AND FOURTH GRADERS

Order No. DA8418770

BAYNE, MINA LIDEN, PH.D. *University of Wyoming*, 1984. 128pp.

Presently, reading comprehension is a major concern to educators. This study investigated the use of the semantic webbing technique to improve the reading comprehension of third and fourth graders. Reading comprehension was divided into literal comprehension, inferential comprehension and total comprehension. Data were collected in all three areas. Fifty-one students were randomly assigned to experimental and control groups in a pretest-posttest study that lasted for a six-week period. The experimental group received semantic webbing instruction three times a week for six weeks, while the control group received comprehension questions and activities included in regular basal reading material. The findings of the study showed (1) no significant difference between the experimental group and control group, (2) no significant difference between third and fourth graders, (3) no significant interaction between grade level and treatment, (4) a significant difference between the high achievement group and the low achievement group on literal comprehension data with the high achievement group showing more growth, (5) no significant interaction between treatment and reading achievement level. Subjective data collected from the teachers indicated that the technique was acceptable when used with other comprehension strategies. The major conclusions of the study were (1) semantic webbing is as effective as other comprehension techniques and, therefore, is worth pursuing and developing with classroom teachers; (2) semantic webbing is an effective additional technique to use with a basal reading program; and (3) the students and teachers responded favorably to the technique.

A COMPARATIVE STUDY OF USING LYRICS AND MUSICAL LYRICS TO DEVELOP VOCABULARY AND READING COMPREHENSION SKILLS IN THE FIFTH GRADE

Order No. DA8416431

BETTS, JOANN, PH.D. *Indiana State University*, 1984. 176pp. Chairperson and Director: Dr. William G. McCarthy

Purpose. The purpose of this study was to determine whether musical lyrics assisted in the development of vocabulary and reading comprehension skills. The study examined 135 selected fifth-grade children from the Gary Community School Corporation as to their performance on vocabulary and reading comprehension posttests.

The subjects were randomly assigned to one of three research groups: Control Group (C) read lyrics only, Experimental Group 1 (E 1) read silently with recorded lyrics, and Experimental Group 2 (E 2) read silently with musical lyrics.

An analysis of variance (ANOVA) and the Tukey test were used to test for significant differences at the .01 alpha level. The effects of sex and the interaction between sex and treatment were also tested for significance.

Results. With respect to the vocabulary test, there was no significant difference between Control Group and Experimental Group 1; however, Experimental Group 2 scores were significantly higher than both of the other groups. With respect to the reading comprehension test there was no significant difference between the two experimental groups; however, these two groups scored significantly higher than did Control Group.

On both the vocabulary and the reading comprehension tests, female students in Control Group scored significantly higher than did male students, but there was no significant difference between scores of males and females in either experimental group.

While there was no significant improvement in vocabulary test performance between Control Group and Experimental Group 1, there was significant improvement between Experimental Group 2 and both other groups. There was also significant improvement in reading comprehension test performance between Control Group and E 1 and Control Group and E 2, but there was no significant improvement between the two experimental groups.

Conclusions. Musical lyrics seem to significantly improve scores on both reading comprehension and vocabulary tests, while recorded lyrics seem to improve scores on comprehension tests only. In male/female comparisons, females seem to show no significant improvement in reading comprehension with the use of either recorded or musical lyrics; in fact, there was no improvement in vocabulary scores with the use of recorded lyrics and little when musical lyrics were employed. Male students evidenced similar results in vocabulary testing with no improvement with the use of recorded lyrics and some improvement with musical lyrics; they did, however, show significant improvement with the use of recorded or musical lyrics over reading only lyrics in the area of reading comprehension.

A STUDY OF THE OBSERVED BOOK USAGE PATTERNS OF EARLY PRIMARY GRADE CHILDREN USING WORDLESS PICTURE BOOKS WITH SUGGESTED UTILIZATION GUIDELINES

Order No. DA8410127

CARTY, ELAINE TERESA, ED.D. *Temple University*, 1983. 269pp. Major Adviser: Dr. Robert J. Mahar

The purpose of the study was to determine the untrained book usage patterns displayed by early primary grade children interacting with wordless picture books and, in turn, to recommend utilization guidelines teachers could use in light of these patterns.

Four directional hypotheses guided the investigation. The essence of each hypothesis concerned early primary grade children's (1) interest in wordless picture books, (2) verbal response to wordless picture books, (3) basic mechanical book usage skills, and (4) basic literary analysis skills.

A total of 166 kindergarten and first grade children from an upper, middle, and lower socioeconomic status setting of the metropolitan Philadelphia, Pennsylvania area were studied. The children were observed, three at a time on an unguided basis, exploring wordless picture books. Following their interaction with the books, they were asked questions, with answers being tape recorded. All observations were recorded on an Observation Checklist. Three way chi-squares were used to analyze the data utilizing independent variables of sex, class standing, and socio-economic status.

Among the children's competencies revealed by the study were: most of the children liked looking at wordless picture books, responded verbally to a wordless picture book, and possessed book usage mechanics (i.e., use of left-to-right progression). Many of the children were unable to make inferences about their favorite wordless picture book and were further unable to verbalize a simple plot of their favorite wordless picture book.

The conclusions of the study dictated suggested utilization guidelines for teachers which were divided into two sections: *Basic Generalized Guidelines*, such as introducing wordless picture books to children in small groups of preferably three or less, with one-to-one being ideal; and *Specific Guidelines*, such as developing the essential mechanical book usage skills with early primary grade children through the use of wordless picture books. Each specific guideline was expanded to suggest pupil activities.

Suggestions for further research were: conduct a study using wordless picture books to help teach reading skills to early primary grade children; and propose and field test a curriculum which would develop oral language skills through the use of wordless picture books.

AN INVESTIGATION OF THE EFFECT OF A STORY MAPPING PROGRAM ON THE DEVELOPMENT OF STORY SCHEMA IN SELECTED SECOND GRADE STUDENTS

Order No. DA8416844

FOUNTAS, IRENE CATHERINE, Ed.D. *Boston University*, 1984. 194pp. Major Professor: Roselmina Indrisano

The purpose of this study was to describe the effects of a research-based early writing model on the composing abilities of a selected group of second grade subjects over a period of fourteen weeks. The study was conducted in a middle-class urban-suburban public school system in the northeastern United States.

Thirty-two subjects who demonstrated average or above-average scores on the *Stanford Achievement Test Reading Battery* (1982) comprised the sample. The group consisted of fourteen boys and eighteen girls.

Two specific aspects were investigated: (1) the impact of the program designed to develop story schemata through the receptive modes of listening and reading followed by the productive modes of oral and written composition, as evidenced by the number of Stein and Glenn elements in the subjects' compositions, and (2) the impact on the subjects' ability to select a story passage and describe the story elements which comprise the narrative form, as outlined by the Stein and Glenn story grammar.

Statistical analysis of the pretest and posttest scores indicated a highly significant difference in the group's ability to utilize the Stein and Glenn elements in both oral and written composition.

Analysis of the story description data revealed highly significant growth in the subjects' ability to select and describe story elements as outlined by the Stein and Glenn grammar, following the administration of the story mapping program.

A comparison of the differences between the pretest and posttest scores in each of the three measures indicated that the amount of change in the subjects' ability to select and describe the elements of a story was significantly greater than the amount of change evident in their ability to utilize the story elements in oral and written composition.

THE EFFECTS OF INTEREST-INDUCING QUESTIONS ON STUDENTS' READING COMPREHENSION

Order No. DA8419727

FUCHS, LUCY, PH.D. *University of South Florida*, 1984. 141pp. Major Professor: Donald D. Neville

The purpose of this research was to test the hypothesis that students given interest-inducing questions before a reading selection would read the selection with greater understanding than those not given such questions, or than those given regular questions from a teacher's manual. Interest-inducing questions were defined as prequestions which combined the known interests of a student with the subject matter of the new reading selection. Since research has shown that children read with more understanding those things that they are more interested in, it was thought that if these questions could raise students' interest, the students should be able to read with more understanding.

Third grade students from three schools were tested with slides to ascertain their interests. One topic, "flowers," was then chosen and 80 students from three schools were classified into two groups: those who had expressed low interest in "flowers" and those who had expressed moderate interest in the topic. A reading lesson on the topic of "flowers" was then chosen, and presented to these 80 students in four treatment groups with the following kinds of prequestions: (a) interest-inducing questions; (b) regular questions from a teacher's manual (text dependent); (c) both kinds of questions; (d) no questions (control). To test comprehension after the reading lesson, half of the students were given factual questions and the other half inferential ones.

Analysis was a three-way analysis of variance: two levels of interest, four types of treatments, and two types of comprehension questions. Results showed no significant differences of any kind.

In analyzing the data collected by the use of interest slides before and after the reading lesson, it was found that students showed a high consistency in interest in some topics, but not on others, and that the target students did raise their interest in "flowers," although that raise was not accompanied by an increase in their comprehension.

AN INVESTIGATION OF WORD-ORIENTED AND MEANING-ORIENTED SIXTH GRADE READERS' FACILITY TO INDEPENDENTLY RECOGNIZE AND GENERATE SUMMARIES FOLLOWING RESEARCHER DEMONSTRATION (A SINGLE SUBJECT EXPERIMENT WITH THREE REPLICATIONS)

Order No. DA8412010

GOLD, JANET TRUMAN, PH.D. *University of Maryland*, 1983. 409pp. Supervisor: Robert M. Wilson

Research and learned opinion have suggested that reading and writing are related. What this relation is has not been clearly defined. The purpose of this project was to generate a series of research hypotheses in the area of reading-writing as it relates to word-oriented and mean-oriented readers. Four subjects described by their classroom teachers, and verified by standardized test scores, as being average sixth grade readers were given the Written Subject Identification Instrument which provided descriptions of the subjects as word-oriented or meaning-oriented. During baseline subjects were observed to have similar skills in recognizing and generating summaries. Expository passages were presented to the subjects through researcher demonstration or independent tasks of summary recognition and summary generation. A single subject experimental design was selected to observe the effects of the intervention over time. The behaviors observed remained unstable throughout the experiment thus any conclusions based strictly on the data could at best be only tentative. Hypotheses for further research, however, were based on the current literature and the more stable observations. The hypotheses include recommendations about subject selection equality, appropriate and definable descriptive criteria, varying levels of expertise prior to the experiment, and boredom due to detailed explanations; the appropriateness of materials to the task; recording observable processing behaviors, alternative modes of presentation, a feedback component, and maintenance of skill level; and, scoring the writing task product.

THE EFFECT OF A PRE-READING PURPOSE ON READING COMPREHENSION

Order No. DA8415848

HAWES, KATHRYN SCHNELL, PH.D. *Kansas State University*, 1984. 98pp.

A pre-reading purpose focuses the reader's attention and directs selectivity. The major purpose of this investigation was to compare the effect of three pre-reading purpose treatments on the comprehension of third grade pupils in a Directed Reading Activity. The null hypothesis was that there were no significant differences between a written, an oral, or a no pre-reading purpose control treatment in regard to intentional, incidental, and/or total comprehension. The procedure gathered data on students reading at grade level in each of the three treatments in a rancomized repeated measures design and analyzed the data with a one-way analysis of variance for repeated measures.

The effects of the oral, written, and control treatments were not

statistically different at the .05 level of significance for total comprehension. Nor were there any statistically significant differences for intentional comprehension. But, the effects of these purposes were statistically significantly different at the .02 level for incidental comprehension. The Newman-Keuls procedure indicated the difference was between the oral and written treatments and the control treatment.

The significant differences found for the effects of the oral and written purposes implied that comprehension of incidental material was improved by the use of the purpose prior to reading the story. Attending to the purpose seemed to allow the learning of minor details considerably lower in the hierarchical level of the story content. Therefore, while focus on the purpose did not interfere with comprehension of the total story or of intentional information, at the same time it increased learning of incidental material.

Based on the results and implications, the study recommended the frequent use of the non-literal purpose for third grade students reading on-level in a basal reader type story.

THE DESIGNING, WRITING AND EVALUATION OF A MANUAL OF PREREADING ACTIVITIES FOR USE WITH PARENTS OF PRESCHOOL CHILDREN Order No. DA8419506

HUGHES, SUSAN VIRGINIA, ED.D. *University of Maryland*, 1983. 140pp. Supervisor: Dr. Robert M. Wilson

A booklet of prereading activities was prepared for parents of preschool children. It was distributed to sixty parents whose children attended a Four-Year Old Program offered by the Dorchester County, Maryland public school system. Parents were asked to try five randomly selected activities from the booklet with their children for two four-week periods and rate them on an evaluation form. The kindergarten and first grade teachers employed by that system were asked to rate those same five activities.

A Likert Scale was used to collect data from the evaluation forms which compared the results of the first four-week period. The amount of time parents spent with their children on each activity for the first four-week period was compared with the amount of time parents reported spending with their child on each activity for the second four-week period.

From the results, it was noted that the parents liked the activities and felt they were beneficial, their children enjoyed doing them, the teachers thought the activities were good for home use, and the parents had spent more time with their children the second four-week period than they did the first four-week period.

The conclusions of this study were that when parents are provided with activities which will help their children become prepared for school, they will spend time with their children on the activities. It would seem that it is important for a school system to provide parents with information and activities that will not only be helpful for their children, but also offer suggestions as to the kinds of skills the school deems important.

A COMPARATIVE STUDY OF THE EFFECTS OF THREE METHODS OF ORAL READING ON PRIMARY GRADE PUPIL READING FLUENCY Order No. DA8418503

KLASSEN, VERLA KROEKER, PH.D. *University of Minnesota*, 1984. 201pp.

This experimental study was designed to compare three methods of conducting oral reading with subjects who had difficulty in learning to read.

The sample population in this study consisted of eighty (80) Title I Grade 2 and 3 pupils later reduced to sixty-two (62) subjects. The subjects were permanently assigned to fifteen (15) instructional groups taught by six (6) certified teacher/tutors. These fifteen (15) groups were randomly assigned to three (3) treatment groups: Treatment I used a tutor model to read four (4) lines or less, then call upon a subject to read the same four lines. This procedure continued until each subject had read a minimum of two times. Treatment II used a tutor model to read an entire selection. The tutor then went back to the beginning of the selection and called upon subjects to reread the selection. Treatment III had subjects practice oral reading. The tutor called upon subjects to read at random.

Each oral reading treatment was conducted for ten (10) minutes of a thirty (30) minute instructional period over 30 consecutive school days.

An error rate and a reading rate were calculated from the responses a pretest and posttest.

Statistical analysis performed using one way analysis of variance indicated no significant differences existed among treatment groups on the pretest or posttest variables; error rate and reading rate.

Repeated measures analysis of variance confirmed no differences between treatment means on the pretest and posttest variables, however a significant interaction from pretest to posttest was found for error rate, meaning that change in error rates was not equal over the three treatments. On reading rate no interaction was found, but the reading rates changed significantly from pretest to posttest for all treatments.

Further statistical analysis using t-tests confirmed the repeated measures analysis. Treatment I (Red) subject groups made significant improvement in error and reading rate. Treaments II (Blue) and III (Green) subject groups did not make significant improvement in error rate but did make significant improvement in reading rate.

A REVIEW OF ENGAGEMENT RATES WITHIN SECOND GRADE READING GROUPS WORKING WITH AND WITHOUT THE TEACHER IN SELECTED NORTHERN ILLINOIS SCHOOL DISTRICTS Order No. DA8409982

LASHER, MARY LEE SCHLIESMANN, ED.D. *University of Illinois at Urbana-Champaign*, 1983. 103pp.

The purpose of this study was to observe and code on and off task behavior of second grade readers during their allocated reading time. The subjects chosen were students who work within ability groups assisted or unassisted by the teacher. The study observed one hundred thirty students on three separate occasions for a total of three hundred ninety observations.

The compilation of data showed that the top ability group received more time with the teacher than the average or low groups. It also indicated that all groups were on task approximately seventy percent of the time they were with the teacher. When working alone the groups were on task from sixty-three to sixty-nine percent of the time with the top group showing the most on task behavior.

In calculating the differences between and within the groups the analysis of variance statistical analysis was used. No significant differences were shown between and within the groups when working with the teacher. However, the amount of waiting and off task time between and within the groups proved highly significant when students were working alone.

In general, the low group received the least amount of time with the teacher and when working alone showed the least amount of on task behavior. The average and low students worked alone more than with a teacher and were not engaged in relevant reading tasks when working alone. The teachers spent small amounts of time instructing students using instruction time to correct seatwork, give directions for further seatwork and listen to "round robin" reading. The teaching of reading skills was not evident. The students in general had adapted well to the organizational pattern within the classroom in getting their reading materials and working at seatwork during the major part of their allocated reading period.

EFFECT OF READING MODE: A CROSS-SECTIONAL INVESTIGATION OF ELEMENTARY STUDENTS' SEQUENTIAL COMPREHENSION PERFORMANCE FOLLOWING ORAL AND SILENT READING

Order No. DA8413198

MALTEMPI, HARRIET ANITA, ED.D. *Hofstra University*, 1983. 216pp.

The purposes of this investigation were twofold: (1) to determine the mode of reading, oral or silent, which best facilitated students' sequential comprehension ordering performance; and (2) to discover whether a developmental pattern, caused by grade placement, affected students' performance on the measures employed.

Six stories, with a 3.5 readability level, were selected. Each was accompanied by a sequential comprehension ordering sheet containing four arbitrarily ordered literal paraphrased ideas excerpted from the text.

Sixty subjects, twenty each from grades three, four, and five, were randomly selected. Sequential Comprehension Ordering Tests, A^1-F^1, were administered to each subject individually during a single test session. Following each reading of the assigned story in the designated mode the student, with text removed, numerically ordered the ideas presented. One point was awarded for each correctly sequenced idea.

The following findings were noted: (1) Third-grade students' mean sequential comprehension ordering scores were not significantly different when the oral or silent reading mode was employed. (2) Fourth-grade students' mean sequential comprehension ordering scores were not significantly different when the oral or silent reading mode was employed. (3) Fifth-grade students' mean sequential comprehension ordering scores were significantly different when the oral reading mode was employed. (4) The combined grades' mean sequential comprehension ordering scores were not significantly different when the oral or silent reading mode was employed. (5) Though there were no significant differences indicated for the main effects of reading modes or the interaction arising from the main effects between reading modes and groups, there was a significant difference for the main effects of groups. Significant differences between grades three and five, and grades four and five, were evident. (6) Individual reading mode preferences for the tasks employed were noted. Preferences were not significant when the combined grades were assessed. (7) The mean performance per reading mode increased as grade level ascended. A developmental pattern of sequential comprehension ordering ability for the third, fourth, and fifth grades was supported. (8) The speech component in reading, overt in oral reading and covert in silent reading, was not found to significantly affect students' sequential comprehension ordering performance when the combined grades were assessed.

THE EFFECTS OF REPEATED READINGS AND ATTENTIONAL CUES ON READING FLUENCY AND COMPREHENSION

Order No. DA8409076

O'SHEA, LAWRENCE JOSEPH, PH.D. *The Pennsylvania State University*, 1983. 86pp. Adviser: Paul T. Sindelar

A considerable amount of discussion has been stimulated by theories on the role of attentional focus and capacity on reading rate and comprehension. The basis of these theories is that high speed word recognition allows readers to shift their attention from decoding to comprehension. Researchers (Blanchard, 1980; Fleisher, Jenkins, & Pany, 1979; Spring, Blunden, & Gatheral, 1981) have increased reading fluency through isolated word recognition drill, but with mixed effects on reading comprehension. Two points based on past research have arisen: (1) contextual practice may be a more appropriate means for increasing fluency, and (2) readers may require cues to shift their attention to comprehension. Therefore, this study was designed to examine the effects of contextual practice through repeated readings and attentional cues on reading rate and comprehension. The results of this study indicate that both fluency and comprehension increase as the number of repeated readings increase. In addition, cues to read for either fluency or comprehension differentially affect reading rate and comprehension. Readers cued to fluency read more words per minute but comprehend less than those cued to comprehension. A number of theoretical and practical implications emanate from these results.

THE RELATIONSHIP BETWEEN TEACHERS' QUESTIONS AND STUDENTS' RESPONSES DURING A DIRECTED READING ACTIVITY AND A DIRECTED READING-THINKING ACTIVITY

Order No. DA8408158

RUSNAK, MARTHA HENDRICK, ED.D. *Northern Illinois University*, 1983. 189pp.

The purpose of this study was to investigate the relationship between teachers' questions and students' responses during basal reading lessons using two different group instructional procedures, the Directed Reading Activity (DRA) and the Directed Reading-Thinking Activity (DR-TA).

Nine teachers taught two lessons each: one DRA lesson and one DR-TA lesson. One hundred and forty-four third grade students participated in the study. The third grade population was stratified by sex and instructional reading level and randomly assigned to one of two treatment groups. Each group consisted of four boys and four girls at the same instructional reading level, classified as reading at, above, or below grade level by their classroom teachers.

Each of the 18 lessons was observed and tape-recorded by the researcher in the fall of 1982. Teachers' questions and students' responses were tallied according to the categories of the Ohio Scales. The data were analyzed using the chi-square statistic, and significance was set at $p < .01$ for all data.

Results indicated that there is a statistically significant relationship between the kinds of questions asked by teachers and the level of thinking represented by third grade students' responses. When teachers asked factual kinds of questions, they received significantly more students' responses representing noncritical thinking. When teachers asked interpreting kinds of questions, they received significantly more students' responses representing critical thinking.

The DRA and the DR-TA are two different reading instructional procedures which can be used with groups of students during basal reader lessons. Results of this study found that the DR-TA was superior to the DRA in developing students' critical reading-thinking skills. These findings were consistent whether students were instructionally reading at, above, or below third grade level.

AN ELABORATION-TRAINING PROGRAM DESIGNED TO DEVELOP CHILDREN'S COMPREHENSION PERFORMANCE

Order No. DA8417668

SEHI, BARBARA ELLEN, PH.D. *University of Pittsburgh*, 1984. 130pp.

The major purpose of this investigation was to determine the effects of an elaboration-training program on children's comprehension performance. It was hypothesized that the elaboration-training program, which consisted of (1) removing students from exposure to printed material, and (2) engaging them in "non-reading" activities, would increase comprehension performance. An additional focus was to make a qualitative analysis of the children's reaction to four of the components of the program. These four components included listening, responding to teacher-generated questions, drawing pencil sketches, and sharing ideas contained in the sketches of selected stories and poems.

Four sets of data were collected and analyzed in this investigation. The Durrell Analysis of Reading Difficulty, Third Edition, was used to obtain the standardized investigation scores for the experimental and control groups. Means and standard deviation for both groups were computed. A planned comparisons analysis was performed on the four subtests from the Durrell. Secondly, the effectiveness of the elaboration-training program on reading comprehension was evaluated by analyzing changes in performance on the four activities for the experimental groups during the course of the training program.

At the end of each week each student received an individual comprehensive performance score on each of the four activities. These weekly scores were averaged and 2-way repeated measures analyses of variance were performed on them. Finally, the remarks and perceptions of the researcher and students to the various aspects of the training program were analyzed.

The results on the Durrell indicated no difference in performance between the experimental and control groups on a standardized measure; the results from the rating scales indicated a change in performance behavior on each of the component activities.

AN INVESTIGATION OF FIFTH GRADE PUPILS' TEXT ANALYSIS AND RECALLS FROM BASAL TEXT MATERIALS

Order No. DA8414826

SLOAN, LAURA BATTY, PH.D. *University of Missouri - Kansas City*, 1984. 181pp.

Research in the areas of reading, linguistics and cognitive psychology has opened new avenues of inquiry into the nature of comprehension in the form of new methods for analysis of text and analysis of reader recalls of text. One of these representational systems for textual analysis and comprehension is known as "propositional analysis" developed by Kintsch.

In the present study, the reading recalls of fifth grade students of average or above average reading ability in basal materials were investigated to see if the propositional analysis system developed by Kintsch was appropriate for use with younger readers. The researcher also attempted to determine if Kintscn's system could be a useful tool in the study of the structure and readability of basal text materials themselves.

Eighty fifth grade students read eight passages selected and analyzed according to Kintsch's propositional analysis system. The student recalls were also analyzed according to these procedures. Four research hypotheses were tested. First, it was determined that fifth graders seem to read in the propositional units defined by this system.

Second, among immature readers, research has been contradictory concerning the type of items recalled by the students. In the present study, it was determined that fifth grade pupils remembered significantly more superordinate than subordinate items in fourth grade level materials.

Third, "propositional analysis" predicts accurately that among adult readers, passages containing many inferences would be more difficult to read than passages requiring few inferences. The present study did not find similar patterns among fifth grade readers. Further research is recommended to determine the reason for this finding.

The final hypothesis tested whether Kintsch's system was able to rank basal materials more accurately than the Dale-Chall readability formula when student recalls were used as a gauge of reading difficulty. It was concluded that neither method was consistently accurate.

The conclusions of the study include that Kintsch's system may be a helpful tool for adding information to the study of children's recalls from textual material. Several implications regarding basal texts, current readability indices, and the use of student recalls as a comprehension measure are inferred.

AN INVESTIGATION INTO THE USE OF THE ANTICIPATION GUIDE AS A STRATEGY TO ENHANCE COMPREHENSION OF EXPOSITORY TEXT

Order No. DA8421158

SMITH, LYNN CLARE, PH.D. *University of Georgia*, 1984. 193pp. Director: Donna E. Alvermann

The focus of this study is the instructional use of a student-centered activity, the anticipation guide, composed of several statements designed to challenge readers' thinking about concepts to be encountered in their reading. Subjects were 82 fifth-graders drawn from the same science and social studies classrooms and randomly assigned to treatment condition. Data were collected over a two-day period during two consecutive weeks by two trained investigators using procedural scripts. While experimental subjects received an anticipation guide to read, react to, and discuss, control subjects received a placebo introduction to the passage. After reading a passage (science/social studies) drawn from a fifth-grade textbook, all subjects wrote retellings and took multiple-choice tests, in that order; the measures were readministered one week later. A post-session questionnaire, designed to assess subject reaction to the procedure and materials, was also administered.

Data were analyzed in separate ANOVAs with proportions for total scores as the dependent variables; design factors were treatment condition, passage type, and time of testing. There were significant differences only for passage type (science > social studies) and time of testing (immediate > delayed). For multiple-choice responses, there were significant differences only for treatment condition (control > experimental) and time of testing (immediate > delayed).

Retelling data were also analyzed with the superordinate score proportion as the dependent variable and treatment condition, passage type, and time of testing as design factors. There were significant differences attributable to passage type (science > social studies). Interactions existed between passage type and treatment condition and between passage type and time of testing.

Retelling data were further analyzed for variance with treatment condition and construct level (superordinate/subordinate) as the design factors and construct level proportion as the dependent variable. Significant differences between construct levels (superordinate > subordinate) were indicated. There was an interaction between construct level and treatment condition.

Brought into question with this study is the effectiveness of the anticipation guide strategy. Results indicate that the discussion phase of the strategy may cause more interference than clarification of concepts in prior knowledge.

EFFECTS OF ORAL READING RATE AND INFLECTION ON COMPREHENSION AND ITS MAINTENANCE

Order No. DA8415173

TENENBAUM, HENRY ABRAHAM, PH.D. *The University of Florida*, 1983. 207pp. Chairperson: William D. Wolking

Rigorous experimental analysis of the effect of oral reading rate on comprehension has only recently been performed. There is still controversy over which rate of oral reading maximizes comprehension and retention. Inflection and how it interacts with rate of oral reading have received very little attention.

This study sought to determine how oral reading rate, when approximating functional conversational speech (150 to 200 words/minute) and inflection, impacts comprehension and maintenance of comprehension. A single subject design was developed to determine how oral reading at 150 to 200 words/minute with inflection compared with oral reading at 40 to 60 words/minute (instructional rate), with inflection on measures of comprehension and maintenance of comprehension. High oral reading rates without inflection were also compared with low oral reading rates without inflection to determine their effects on comprehension and maintenance of comprehension. The dependent variables were a free recall task, answers to 10 comprehension questions and written responses to a Cloze procedure. These occurred immediately following reading criteria, and at 3 and 10 days after criteria were reached.

Six subjects were used in this study; two subjects were of high school age and reading below grade level and four subjects were in the third grade reading on grade level. For this study an ABCD design was used with four subjects and a CDAB design was used for two subjects so that any effect that sequence may have had could be determined. Also, the high rate conditions were yoked to the low rate conditions to keep the number of trials equal.

The results confirmed that the combination of high oral reading rate with inflection (when reading approximates conversational speech) increased both the accuracy and speed of comprehension and its maintenance more than any of the other combinations. The combination of high oral reading without inflection was found to increase comprehension and maintenance of comprehension when compared with low oral reading rate with and without inflection. Also, inflection training in both the high and low rate oral reading conditions improved comprehension. The results of Experiment 2 systematically replicated the results of Experiment 1 across reading levels, reading passages, settings, and subjects.

METALINGUISTIC SKILLS: CAN THEY BE TAUGHT?

Order No. DA8416817

TRUMBULL, ELISE, ED.D. *Boston University*, 1984. 169pp. Major Professor: Paula Menyuk

Metalinguistic ability has been shown to be an important concomitant of reading skill. What has not been determined to date is the degree to which some of the metalinguistic skills can be taught. This study attempted to tackle the issue of teachability of metalinguistic skills. A test (the Test of Metalinguistic Abilities, or TOMA) was devised for evaluating children's metalinguistic skills. Nine non-reading, second-semester first-graders who performed poorly on the TOMA were selected to participate in the Language Awareness Program, which was developed for this study. Children were placed in intervention groups which received either eight or sixteen sessions of the Program over a period of eight weeks.

All children improved measurably in grammatical awareness, an aspect of metalinguistic ability. Children improved also, though less dramatically, in phonological metalinguistic skills. Some developmental trends in the growth of language awareness did emerge clearly, with children seen to change over the eight-week period. While pre-testing performance reflected a tendency to unconsciously correct non-grammaticality, post-test performance showed much greater conscious detection and correction of non-grammaticality. Children specifically improved in ability to target non-grammatical forms, correct them and explain the changes they had made.

Results suggested that the initial state of the child as measured by the Peabody Picture Vocabulary Test might be predictive of post-intervention performance on the TOMA. Children who scored lower on the Peabody tended to need more time to acquire metalinguistic skills.

AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN THE USE OF COHESIVE TIES IN ORAL RETELLINGS AND A COMPREHENSION PROCESS SCORE FOR GOOD AND POOR FIFTH GRADE READERS

Order No. DA8416078

WEINLAND, MARY GINN, PH.D. *The University of Connecticut*, 1984. 241pp.

Purpose of the Study. The purpose of the study was to explore the relationship between the adequacy of cohesive ties used by good and poor readers in organizing oral retellings and an in-process comprehension score. The difference in the types and adequacy of cohesive ties used by good and poor readers in their oral retellings was also addressed.

Procedures. The population included 20 good and 20 poor fifth grade readers identified by the school system. Each student read the same story orally to the investigator. The students subsequently retold the story to an assistant not present for the oral reading.

The measures of cohesion in the study were: four types of cohesive ties (reference, conjunction, lexical, and ellipsis) based on Halliday and Hasan's (1976) model of cohesion and adequacy of cohesive ties (complete, incomplete, incomplete tie, error, and error tie) based on Liles' (1982) procedures. Reading comprehension was inferred from the Revised Altercue 15 Index (Page, 1982).

The resulting data was analyzed using Pearson product-moment zero-order correlations and analysis of variance. The level of significance for testing the research questions was at the .05 level.

Results. Among the conclusions from the statistical analysis of the research questions were: (1) There was a significant relationship between mean percent of complete cohesive ties in the oral retelling and the Revised Altercue 15 Index for the total group (N = 40). (2) There was no statistically significant difference between the groups with respect to type of cohesive tie used in the retelling with the exception of the poor readers' significantly higher use of total conjunctions. (3) The good readers had a significantly higher mean percent of complete cohesive ties, and a lower mean percent of incompletes and incomplete ties in their retellings than the poor readers.

These findings suggest a general relationship between a reader's use of complete cohesive ties in oral retellings and an in-process measure of reading comprehension. The results also suggest that although good and poor readers may not differ in the types of cohesive ties utilized, they may differ in how adequately they tie meaning units across sentences.

THE BASES OF CURRENT PRACTICES OF TEACHING SEQUENCING SKILLS IN READING TO CHILDREN IN GRADES ONE, TWO, AND THREE

Order No. DA8416180

WILSON-KUHN, VRENELI ERIKA, ED.D. *Northern Arizona University*, 1983. 160pp. Adviser: Dr. Garry Taylor

This study was developed to investigate the question "What are the bases of current practices of teaching sequencing skills in reading to children in grades one, two, and three?" It was developed to investigated how and when sequencing as a skill was introduced in the American reading curriculum from the middle 1800's through 1981. The study extensively examined current sequencing skills in two basal readers, a linguistical oriented series, a remedial reading series and two reading kits. The current reading materials were selected representations of reading materials used in the State of California.

It was concluded that prior to 1910, skills in sequencing reading were not addressed. The reading material published between 1910-1925 illustrated a minimum of directly taught sequencing skills. By 1925, as teacher's manuals accompanying reading texts emerged, more sequencing skills were identified. Sequencing in reading began to be categorized as such skills. However, it was further concluded that, while during the 1940's the development of thinking processes began to outweigh memorization as a means of generating comprehension, there is currently no clearly defined subskill of comprehension labeled sequencing. Also, there are no clear bases for teaching sequencing as it is presented in current reading material. This was determined by the inconsistency in terminology, methods and levels of presentation between programs. Recommendations for further study included more clearly defining the concept of sequencing and developing lessons which are more consistent with children's development of skills prerequisite to sequencing.

AN ANALYSIS OF THE EFFECTS OF SUSTAINED SILENT READING IN FOURTH GRADE ON AN INTACT GROUP OF CHILDREN AS WELL AS SIX INDIVIDUALS WITHIN THE GROUP

Order No. DA8418142

WITTREICH, YVONNE MARIE, ED.D. *University of Northern Colorado*, 1984. 142pp.

Purpose of the Study. The purpose of this study was to investigate and describe the effects of Sustained Silent Reading on an intact group of children in grade four as well as six individuals within the group.

Procedures. Twenty-six fourth graders from one elementary school participated in Part A of the study which investigated the range of types of books selected and compared the grade level of books selected to subjects' functional reading levels. Six subjects participated in Part B of the study, a modified case study, which investigated time on task and nontask behaviors.

Treatment of Data. Data for Part A were gathered from individual subject daily logs. Data for Part B were gathered from videotapes and field notes from thirty-six sessions of SSR. These sessions were 20 minutes in length and encompassed twelve weeks.

Findings and Conclusions. (1) The subjects did not select a wide variety of literature nor did the six individuals in the modified case study. (2) The subjects read at their independent reading level approximately half the time. (3) All subjects began reading in less than two minutes. (4) All subjects stayed on task at least two thirds of the allotted time. (5) A range of behaviors were exhibited when subjects were not on task.

Implications. The findings of this study support the idea that students of all reading levels will and can sustain silent reading over a given period of time. Subject selections focused on the recreation/sports or animal category about 2/3 of the time. They therefore need help broadening their literary tasks. The reading level of books selected was often below the subject's independent level so matching subjects with books at their independent level does not seem to be a necessary procedure for SSR.

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